

DOCUMENT RESUME

ED 065 262

24

RC 006 345

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TITLE Investigation of Occupational Training Needs of Migrant Workers which May Point Toward Employment in other than Migrant Employment. Final Report.
INSTITUTION Imperial County Schools, El Centro, Calif.
SPONS AGENCY National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
PUB DATE 28 Apr 72
NOTE 78p.
EDRS PRICE MF-\$0.65 HC-\$3.29
DESCRIPTORS Bilingual Education; Data Collection; *Economic Status; English (Second Language); Mexican Americans; Migrant Education; *Migrant Employment; *Reports; Spanish Speaking; *Tables (Data); *Vocational Interests; Vocational Retraining
IDENTIFIERS California; *Imperial County

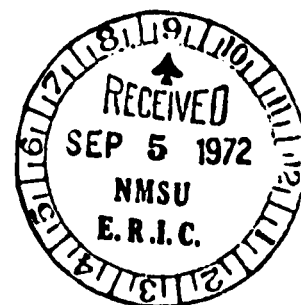
ABSTRACT

A sample consisting of 296 migrant workers based in Imperial County, California, provided the data, presented in tabular form, in this final report. The investigation was accomplished under the supervision of the Imperial County Superintendent of Schools. Information was gathered by means of a questionnaire administered by bilingual interviews. The general goal of the study was to gather information that would enhance understanding of the educational problems and needs of migrant families and to give direction to efforts to meet these needs and help solve the problems. The results indicated that (1) 30% of the males were unemployed; (2) 93% wanted to work outside of agriculture; (3) 93% wanted vocational aptitude testing; (4) 61% wanted to take vocational courses; (5) great interest was shown in the skilled trades, clerical, and health occupations; (6) 46% had completed 7 or fewer years of schooling; (7) 55% were deficient in the use of English; (8) the greatest obstacle to taking courses was lack of knowledge about what was available and not knowing where to find out; and (9) most could take courses October through April. The study revealed a need for expansion and improvement in vocational education and especially guidance, adult basic education at both elementary and secondary levels, including English as a second language, and emphatic need for better communication between the schools and these people, especially about educational offerings and better articulation and cooperation among the schools and other agencies. (Author/HBC)

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ED 065262

Final Report

**Project No. 1-I-074
Contract No. OEC-9-71-0054 (057)**

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**INVESTIGATION OF OCCUPATIONAL TRAINING NEEDS OF
MIGRANT WORKERS WHICH MAY POINT TOWARD EMPLOYMENT
IN OTHER THAN MIGRANT EMPLOYMENT.**

April 28, 1972

**U. S. DEPARTMENT OF HEALTH, EDUCATION,
AND WELFARE**

Office of Education

**National Center for Educational Research and Development
(Regional Research Program)**

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Gerald M. Jensen

**Imperial County Superintendent of Schools Office
155 South Eleventh Street
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**U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE**

**Office of Education
National Center for Educational Research and Development**

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TABLE OF CONTENTS

<u>CHAPTER</u>	<u>PAGE</u>
List of Tables	iii
Author's Abstract	1
Summary of Findings and Recommendations	2
Introduction	5
Their Economic Activity	11
Their Occupational Interests	14
Their Education	18
Recommendations	21
APPENDIX	26

LIST OF TABLES

	<u>PAGE</u>
Table 1 - The Cases - Entire Group and Ages 46 and Older	9a
Table 2 - The Cases - Ages 17-30 and 31-45	9b
Table 3 - Employment Status of Males in Age Group 46 and Older and for the Three Age Groups Combined	11a
Table 4 - Employment Status of Males in Age Groups 17-30 and 31-45	11b
Table 5 - Employment Status of Females - Three Age Groups Combined and 46 and Older	11c
Table 6 - Employment Status of Females in Age Groups 17-30 and 31-45	11d
Table 7 - Jobs Held by Those Working - The Three Age Groups Combined and Age Group 17-30	12a
Table 8 - Jobs Held by Those Working - Age Groups 31-45 and 46 and Older	12b
Table 9 - Where They Worked Outside of Imperial County	12c
Table 10 - Kinds of Work They Do Outside of Imperial County	13a
Table 11 - Months in Which They Work Outside of Imperial County	13b
Table 12 - The Extent to Which This Group of Migrants Wish to Continue to Work in Agriculture	15a
Table 13 - The Extent to Which the Males Wish to Continue to Work in Agriculture	15b
Table 14 - The Extent to Which Males 17-30 Wish to Continue to Work in Agriculture	15c

List of Tables (Continued)

	<u>PAGE</u>
Table 15 - The Extent to Which Males in Age Group 31-45 Wish to Continue to Work in Agriculture	15d
Table 16 - The Extent to Which Males 46 and Older Wish to Continue to Work in Agriculture	15e
Table 17 - The Extent to Which the Females Wish to Continue to Work in Agriculture	15f
Table 18 - The Extent to Which Females 17-30 Wish to Continue to Work in Agriculture	15g
Table 19 - The Extent to Which Females 31-45 Wish to Continue to Work in Agriculture	15h
Table 20 - The Extent to Which Females 46 and Older Wish to Continue to Work in Agriculture	15i
Table 21 - Percents Who Wish to Change to Work Outside of Agriculture	15j
Table 22 - Males of the Three Age Groups Combined and Age Group 17-30 Who Wish to Change to Work Outside of Agriculture	15k
Table 23 - Males in Age Group 31-45 and 46 and Older Who Wish to Change to Work Outside of Agriculture	15l
Table 24 - Females of the Three Age Groups Combined and Age Group 17-30 Who Wish to Change to Work Outside of Agriculture	15m
Table 25 - Females in Age Groups 31-45 and 46 and Older Who Wish to Change to Work Outside of Agriculture	15n
Table 26 - Occupations Most Frequently Selected	16a
Table 27 - Occupational Choices in the Skilled Trades	16b
Table 28 - Occupational Choices Among Miscellaneous Occupations	16c

List of Tables (Continued)

	<u>PAGE</u>
Table 29 - Occupational Choices Among Business and Professional Occupations	16d
Table 30 - Males and Females in Entire Group and Age Group 17-30 Who Wanted to Take a Vocational Aptitude Test	17a
Table 31 - Males and Females in Age Groups 31-45 and 46 and Older Who Wanted to Take a Vocational Aptitude Test	17b
Table 32 - Number Who Had Completed Seven or Fewer Years of Schooling	18a
Table 33 - Number Who Had Completed 8 Through 13 Years of Schooling	18b
Table 34 - Where They Received Their Schooling	18c
Table 35 - How Well They Speak English	19a
Table 36 - How Well They Read and Write English	19b
Table 37 - Courses They Want to Take Next Year or at Some Time in the Future	19c
Table 38 - Obstacles to Taking Courses	20a
Table 39 - Months They Could Attend Classes	20b
Table 40 - Times of Day They Could Attend Classes	20c

AUTHOR'S ABSTRACT

This was a study of 300 migrant farm workers based in Imperial County, California. The purpose was to ascertain the educational needs of such a group. The information was gathered by means of a questionnaire administered by bilingual interviewers. The results were:

1. Thirty percent of the males were unemployed.
2. Ninety-three percent wanted to work outside of agriculture.
3. Ninety-three percent wanted vocational aptitude testing.
4. Sixty-one percent wanted to take vocational courses.
5. Greatest interest was shown in the skilled trades, clerical and health occupations; little interest in professional level occupations.
6. Forty-six percent had completed 7 or fewer years of schooling. A much smaller percent wanted to take elementary level courses.
7. Fifty-five percent were deficient in the use of English. Forty-one percent wanted to take English courses.
8. The greatest obstacle to taking courses was lack of knowledge about what was available and not knowing where to find out.
9. Most could take courses October through April.

The study revealed a need for expansion and improvement in vocational education and especially guidance, adult basic education at both elementary and secondary levels, including English as a second language, and emphatic need for better communication between the schools and these people, especially about educational offerings and better articulation and cooperation among the schools and other agencies.

SUMMARY OF FINDINGS AND RECOMMENDATIONS

This is a study of a sample of migrant workers based in Imperial County of California. Two hundred ninety-six were included in the tabulations and computations. The cases were selected from all areas of Imperial County with the help of community aides who were working in the Migrant Education Program of Imperial County. Information was gathered by means of a questionnaire administered by bilingual interviewers in individual interviews.

The results of the study were as follows:

1. There was a low rate of employment among all groups. It was the highest in age groups 31-45, being 77 percent.
2. Nearly all engaged in agricultural field work when they worked in Imperial County or outside of it. There was a small tendency for the youngest group (17-30) to work in jobs other than agricultural field work.
3. Nearly all wanted jobs outside of agriculture. This was true of all ages, however, a few said both that they wanted to remain in agriculture and that they wanted jobs outside of agriculture.
4. Over 90 percent said they would like to take a vocational aptitude test.
5. Occupations in the skilled trades were most frequently selected by males. Popular choice among females were business and health occupations. Very few selected occupations at the professional level.
6. Just under half had received most of their education in Mexico. A few had some schooling in both the United States and Mexico.
7. Just under half had completed 7 or fewer years of schooling and a third had completed between 8 and 11 years of schooling.
8. More than half spoke English a little or not at all. More than half could read and write English a little or not at all.

9. Many said they wanted to take vocational courses, but not as many as had said they wanted to change to work outside of agriculture. Fewer than half said they would like to take courses that would help them to learn English. There was some interest in elementary subjects and high school programs leading to a high school diploma or its equivalent. There was also some interest in practical industrial arts and practical homemaking.
10. The greatest obstacle to attending classes or taking courses was said to be "We never hear of the courses being offered and don't know where to find out." Another important one, "Courses we want are not offered in the area in which we live."
11. Most could attend classes October through May. Nearly all could attend November through April.
12. The best time of day for them to attend classes would be 6:00 - 9:00 p.m.

Recommendations are made for improving and extending of existing educational programs in the County to establish or bring about the following:

1. Much better communication between the schools and the people. (It won't do much good to offer educational programs if the people don't know about them or have distrust for or lack of confidence in the agencies providing them).
2. An effective program of vocational education and guidance comprehensive enough to meet the varied needs.
3. A functional and interesting program of elementary level adult basic education including English for non-English speaking people.
4. A functional and interesting program of high school level adult basic education.
5. A methodology that makes instruction flexible, functional, interesting, and individual focused to meet varied interests and needs.

6. Transportation so that people in outlying areas are not neglected.
7. Much better articulation and cooperation among the schools and other agencies involved with the same people.
8. Operation of the program on a county-wide basis.
9. Full time teachers and administrators--at least teachers and administrators who do not have a full day's work before participating in the adult program.
10. The school year for adults beginning in October and ending April 30.
11. Work toward an adult school day from 1:00 - 9:00 p.m. (to make it possible to have full time teachers.
12. A system of cooperation between schools in Imperial County and those in other California counties so that the children of migrants who must begin and end their school year outside of Imperial County are not unduly handicapped educationally.

INTRODUCTION

The Problem

The problem is well stated in the application for the grant. It reads:

"The migrant family is faced with the prospects of being replaced through mechanization and automation. As time goes by, members of the migrant family will be faced with the prospects of either moving out of the migrant stream, or being placed on the welfare rolls."

"Members of the migrant family, faced with the necessity of moving out of the migrant stream, are confronted with a decision to select a new occupation and to determine how best to obtain appropriate training and to secure employment."

Objectives

The general goal of the study was to gather information that would enhance understanding of the educational problems and needs of a sample of Imperial County based migrant families and give direction to efforts to meet these needs and help solve the problems.

Specific objectives were:

1. To ascertain employment status at the time the survey was made.
2. To find out what kind of work they did in and out of Imperial County.
3. To ascertain their occupational interests including their interest in remaining in agricultural work and interest in taking a vocational aptitude test.
4. To ascertain occupational choices of those who wished to leave agriculture.
5. To find out the level of their education and where they were educated.

6. To ascertain their competence in the use of English.
7. To find out what courses they would like to take.
8. To find out what obstacles prevent attendance of classes.
9. To ascertain the times of year and the times of day which would be best for them to attend classes.

The Procedure

The information was gathered by use of a questionnaire and administered by interviewers. See the appendix for the questionnaire. All the interviewers were Mexican-Americans working in the Migrant Education Project of Imperial County. All spoke both English and Spanish. The interviewers filled out the questionnaires on the basis of information given by those being interviewed.

The Cases

The population involved in the study was made up of 296 (More than 300 were contacted, but only 296 of the questionnaires could be used) Imperial County based migrant workers. They were selected from the entire County on the recommendation of Community aides in the Imperial County Migrant Education project. In Tables 1 and 2 they are classified into three age groups and by areas which are equivalent to the high school districts of the County.

The age groups are as follows: 17-30, 31-45, and 46 and over. A finer grouping by age would have been desirable had the number of cases in the study been larger.

The areas represented:

Brawley - Westmorland - Brawley Union High School District

Calexico - Calexico Unified School District

Calipatria - Niland - Calipatria Unified School District

El Centro - Heber - Central Union High School District

Holtville - Holtville Unified School District

Imperial - Imperial Unified School District

Winterhaven - San Pasqual Valley Unified School District

The numbers of males from the various areas were as follows:

Brawley - Westmorland, 17

Calexico, 30

Calipatria - Niland, 17

El Centro - Heber, 52

Holtville, 15

Imperial, 6

Winterhaven, 5

The total number of males in the study was 142.

The distribution by area for females was as follows:

Brawley - Westmorland, 22

Calexico, 25

Calipatria - Niland, 24

El Centro - Heber, 58

Holtville, 18

Imperial, 4

Winterhaven, 3

Combining the two sexes the distribution by area was as follows:

Brawley - Westmorland, 39

Calexico, 55

Calipatria - Niland, 41

El Centro - Heber, 110

Holtville, 33

Imperial, 10

Winterhaven, 8

TOTAL - 296

The Brawley, Imperial, and Winterhaven areas were under-represented if the relationships of the Imperial County based migrant population are the same as the high school enrollments.

The study was not intended to be limited to Mexican-Americans. However, most of the cases were of this group. It is not known whether the sample should have included more who were not Mexican American in order for it to be truly representative of the Imperial County based migrant population.

For the sake of brevity the areas will be designated in the tables by the first word in the names of the school districts represented.

TABLE 1
THE CASES - ENTIRE GROUP AND AGES
46 AND OLDER

<u>AREAS</u>	<u>TOTALS</u>			<u>46 AND OLDER</u>		
	<u>TOTAL</u>	<u>MALES</u>	<u>FEMALE</u>	<u>TOTAL</u>	<u>MALES</u>	<u>FEMALE</u>
BRAWLEY	39	17	22	4	3	1
CALEXICO	55	30	25	12	8	4
CALIPATRIA	41	17	24	18	8	10
CENTRAL	110	52	58	17	8	9
HOLTVILLE	33	15	18	4	3	1
IMPERIAL	10	6	4	1	1	0
SAN PASQUAL	8	5	3	0	0	0
TOTALS	296	142	154	56	31	25

TABLE 2
THE CASES - AGES 17-30 AND 31-45

<u>AREAS</u>	17-30			31-42		
	<u>TOTAL</u>	<u>MALES</u>	<u>FEMALES</u>	<u>TOTAL</u>	<u>MALES</u>	<u>FEMALES</u>
BRAWLEY	22	10	12	13	4	9
CALEXICO	32	14	18	11	8	3
CALIPATRIA	16	6	10	7	3	4
CENTRAL	69	37	32	24	7	17
HOLTVILLE	21	10	11	8	2	6
IMPERIAL	6	3	3	3	2	1
SAN PASQUAL	1	1	0	7	4	3
TOTALS	167	81	86	73	30	43

Some Limitations of the Study

There are a number of limitations of the study which should be kept in mind as the results are reviewed:

1. The sample is small making it impossible to be sure of the validity of differences among the sub-groups.
2. The sample is not truly representative of the members in each area. This is an assumption.
3. The opinions and choices of the subjects were made on the spur of the moment and might be different after careful thought. For example, the occupational choices might be quite different after participation in a well conceived and operated program of vocational guidance.

THEIR ECONOMIC ACTIVITY

Employment Status

Employment status of males in age group 46 and older and for the three age groups combined. The data for this topic are in Table 3. The figures indicate that of the 142 males in the study group, 71 or 50% were working, 44, 31% were not working, and 27, 19% were students. The percent working when students were excluded was 62%.

The situation for the age groups 46 and older was as follows: 58% of this group were working and 42% were unemployed. There were no students in this group.

Employment status of males in age group 17-30 and 31-45. The figures for this topic are in Table 4. Thirty-seven percent of this group were working, 30% were not working, and 33% were students. The percent of this group working when students were excluded was 56%; less than for both the oldest group and the three age groups combined.

Of the age group 31-45, 77% were working and 23% were not. There were no students in this group. Note that the rate of employment for this group was approximately 20% higher than for either of the other groups. There was still a good deal of unemployment among this group.

Employment status of females in age group 46 and older and for the three age groups combined. The data for this topic are in Table 5. Twenty-one percent of the entire group of females were working, 41% were housewives, and 4% were single and not working. There were no students.

Employment status of females in age group 17-30 and 31-45. Twenty-one percent of the age group 17-30 were working, 15% were housewives, 36% were non-working single women, and 28% were students. When students were excluded from this group, the percent working was 33%. Note that this is 13% higher than for the oldest group.

Twenty-three percent of the middle-age group, 31-45, were working, 72% were housewives, and 5% were non-working single women. See Table 6.

TABLE 3

EMPLOYMENT STATUS OF MALES IN AGE GROUP 46 AND OLDER
AND FOR THE THREE AGE GROUPS COMBINED

AREAS	TOTALS			46 AND OLDER				
	TOTAL	WORKING	NOT WORKING	ATTENDING SCHOOL	TOTAL	WORKING	NOT WORKING	ATTENDING SCHOOL
Brawley	17	3	6	8	3	1	2	0
Calexico	30	18	11	1	8	6	2	0
Calipatria	17	9	7	1	8	5	3	0
Central	52	26	11	15	8	4	4	0
Holtville	15	11	3	1	3	2	1	0
Imperial	6	2	3	1	1	0	1	0
San Pasqual	5	2	3	0	0	0	0	0
Totals	142	71	44	27	31	18	13	0
Percent		50	31	19		58	42	0

-11a-

TABLE 4
EMPLOYMENT STATUS OF MALES IN AGE GROUPS
17-30 AND 31-45

AREAS	17-30			31-45		
	TOTAL	WORKING	NOT WORKING	ATTENDING SCHOOL	TOTAL	WORKING
Brawley	10	0	2	8	4	2
Calixico	14	5	8	1	8	7
Calipatria	6	1	4	1	3	3
Central	37	16	6	15	7	6
Holtville	10	7	2	1	2	2
Imperial	3	1	1	1	2	1
San Pasqual	1	0	1	0	4	2
Totals	81	30	24	27	30	23
Percent		37	30	33	77	23

-11b-

TABLE 5
EMPLOYMENT STATUS OF FEMALES - THREE AGE GROUPS
COMBINED AND 46 AND OLDER

AREAS	THE GROUP AS A WHOLE			46 AND OLDER		
	TOTAL WORKING	HOUSEWIFE	SINGLE NOT WORKING	TOTAL WORKING	HOUSEWIFE	SINGLE NOT WORKING
Brawley	22	2	9	6	1	0
Calexico	25	6	12	2	4	0
Calipatria	24	6	9	0	10	1
Central	58	11	26	9	1	0
Holtville	18	7	4	1	0	0
Imperial	4	1	1	0	0	0
San Pasqual	3	0	2	24	5	1
Total	154	33	63	25	19	4
Percent	21	41	22	20	76	

TABLE 6

EMPLOYMENT STATUS OF FEMALES
IN AGE GROUPS 17-30 AND 31-45

AREAS	17-30				31-45			
	TOTAL		SINGLE NOT		TOTAL		SINGLE NOT	
	WORKING	HOUSEWIFE	WORKING	ATTENDING SCHOOL	WORKING	HOUSEWIFE	WORKING	HOUSEWIFE
Brawley	12	1	4	6	9	1	7	1
Calexico	18	4	5	2	3	1	2	0
Calipatria	10	2	8	0	4	2	2	0
Central	32	6	12	9	17	3	14	0
Holtville	11	4	1	6	6	3	3	0
Imperial	3	1	1	1	1	0	1	0
San Pasqual	0	0	0	0	3	0	2	1
Total	86	18	31	24	43	10	31	2
Percent		21	36	28		23	72	5

Jobs Held By Those Working

Jobs held by those working--the three age groups combined and age group 17-30. Table 7 provides the data for this topic. Seventy percent of the total group were doing agricultural field work, 83% of the males were engaged in this activity, and 59% of the females. Eighty percent of the working males 17-30 were engaged in field work and 44% of the working females were doing field work.

Thirteen jobs other than field work are listed in Table 7. Not more than 5 worked in any one of these jobs. Three of these jobs were definitely in agriculture. They were machine operating, packing, supervision of agricultural workers, and possibly welding. Other jobs included baby-sitting, construction, janitorial work, mechanic, nurses aide, odd jobs, restaurant work sales, and teachers aide. A larger percent of the 17-30 age group were in these jobs as compared to the group as a whole--33% compared to 25%.

Jobs held by those working--age groups 31-45 and 46 and older. The figures for this topic are in Table 8. Seventy-seven percent of those working in age group 31-45 were doing field work while 91% of those working in the oldest group were doing this type of work. Eight out of 34 were working at 7 of the other jobs listed. Only 2 of the older group were not in field work and one of these was in supervision work.

A small percent of the younger men and women are breaking out of the mold moving out of field into a variety of other kinds of jobs.

Where They Work Outside of Imperial County

The data for this topic are in Table 9. Only 16 of the total group worked out of state and 9 of these worked in the state of Washington. Other states in which they worked were Oregon, New Mexico, Arizona, and Missouri. They worked in 14 different California counties, all except one (Sacramento) being south of San Francisco. In Table 9 the counties are arranged in descending order. More went to Monterey County than any other with 60. Forty-six went to Fresno County, 37 to San Joaquin, and 24 to Santa Clara. The other 9 counties had fewer going to them from 19 to Merced County to 1 each for Santa Cruz and Ventura.

TABLE 7
JOBS HELD BY THOSE WORKING - THE THREE AGE GROUPS
COMBINED AND AGE GROUP 17-30

	<u>THREE AGE GROUPS COMBINED</u>			<u>17-30</u>		
	<u>TOTAL</u> <u>% NO.</u>	<u>MALE</u> <u>% NO.</u>	<u>FEMALE</u> <u>% NO.</u>	<u>TOTAL</u> <u>% NO.</u>	<u>MALE</u> <u>% NO.</u>	<u>FEMALE</u> <u>% NO.</u>
AGRICULTURE						
FIELD WORK	75 79	83 59	59 20	67 32	80 24	44 8.
MACHINE						
OPERATION	2	2				
PACKING	4	0	4	3		3
SUPERVISORY	1	1				
BABY SITTER	1		1	1		1
CONSTRUCTION	1	1		1	1	
JANITORIAL	2	1	1	1	1	
MECHANIC	2	2		1	1	
NURSES AIDE	1		1	1		1
ODD JOBS	1	1				
RESTAURANT						
WORK	4	1	3	2	1	1
SALES	5	2	3	5	2	3
TEACHERS AIDE	1		1	1		1
WELDING	1	1				
TOTALS	105	71	34	48	30	18

TABLE 8
JOBS HELD BY THOSE WORKING
AGE GROUPS 31-45 AND 46 AND OLDER

	<u>31-45</u>			<u>46 AND OLDER</u>		
	<u>TOTAL</u> <u>% NO.</u>	<u>MALE</u> <u>% NO.</u>	<u>FEMALE</u> <u>% NO.</u>	<u>TOTAL</u> <u>% NO.</u>	<u>MALE</u> <u>% NO.</u>	<u>FEMALE</u> <u>% NO.</u>
AGRICULTURE FIELD WORK	77 26	78 18	73 8	91 21	95 17	80 4
MACHINE OPERATION	2	2				
PACKING	1		1			
SUPERVISORY				1	1	
BABY SITTER						
CONSTRUCTION						
JANITORIAL	1		1			
MECHANIC	1	1				
NURSES AIDE						
ODD JOBS	1	1				
RESTAURANT WORK	1		1	1		1
SALES						
TEACHERS AIDE						
WELDING	1	1				
TOTALS	34	23	11	23	18	5

TABLE 9
WHERE THEY WORKED OUTSIDE OF IMPERIAL COUNTY

<u>CALIFORNIA COUNTIES</u>		<u>OTHER STATES</u>	
	<u>NUMBER OF WORKERS</u>		<u>NUMBER OF WORKERS</u>
MONTEREY	60	WASHINGTON	9
FRESNO	46	OREGON	3
SAN JOAQUIN	37	NEW MEXICO	2
KERN	25	ARIZONA	1
SANTA CLARA	24	MISSOURI	1
MERCED	19		
RIVERSIDE	17		
MADERA	9		
STANISLAUS	7		
SAN DIEGO	5		
SACRAMENTO	2		
SAN BENITO	2		
SANTA CRUZ	1		
VENTURA	1		

Kinds of Work They Do Outside of Imperial County

The figures for this topic are in Table 10. It will be noted that nearly all those who leave Imperial County work at agricultural field work. The remainder, 23 males and 20 females, work at 16 other jobs, nearly all of which could be classified as agricultural work. Exceptions include "carry out boy," child care, clerical work, housekeeper, kitchen helper, waitress, welding. Some of these may also be in agriculture.

When They Work Outside of Imperial County

Whether they work out of state or in California outside of Imperial County, the great majority work in the months of June, July, and August, however, a significant number work outside of Imperial County in May and October, especially October. Table 11 provides the data on this topic.

TABLE 10
KINDS OF WORK THEY DO OUTSIDE OF IMPERIAL COUNTY

	<u>TOTAL</u>	<u>MALES</u>	<u>FEMALES</u>
FIELD WORK	241	112	129
CANNERY WORK	1	1	
CARRY-OUT BOY	2	2	
CHILD CARE	2		2
CLERICAL WORK	1		1
DELIVERY	1	1	
FOREMAN	3	3	
GRADER	1		1
HOUSEKEEPER	3		3
KITCHEN HELPER	1		1
OPERATING MACHINES	5	2	3
PACKING	10	5	5
TRACTOR DRIVER	3	3	
TRUCK DRIVER	3	3	
WAITRESS	1		1
WEIGHING VEGETABLES	3		3
WELDING	3	3	
TOTALS	284	135	149

TABLE 11
MONTHS IN WHICH THEY WORK OUTSIDE OF IMPERIAL COUNTY

<u>MONTHS</u>	<u>Number Working</u>
January	1
February	2
March	6
April	14
May	25
June	218
July	248
August	258
September	240
October	155
November	29
December	5

THEIR OCCUPATIONAL INTERESTS

Attitude Toward Remaining in Agriculture

The extent to which this group of migrants wish to continue to work in agriculture. The figures for this topic are in Table 12. Note that the figures are percents. Twenty-three percent of the three age groups combined said they wanted to remain in agriculture at the same kind of work they were doing. There was no significant difference between the responses of males and females. Fourteen percent said they wished to remain in agriculture but had no preference as to job. Only 4% wished to stay in agriculture but to work at a different job. There was only a slight difference between the preferences of the two sexes. Thus, a total of 40% said they wanted to stay in agriculture. There was a little difference between the choices of the two sexes.

There was little difference in the wishes of the different age groups. What difference there was, was shown in the wishes of the females. Forty-one percent of the age group, 17-30, said they wanted to stay in agriculture, 37% of the females in the oldest age group and 33% of those 31-45.

As one looks at the right hand column of the table, a different picture emerges: Ninety-three percent said they wanted work outside of agriculture, yet 40% said they wanted to remain in agriculture. Why this discrepancy? The following hypothesis may provide an explanation: First, they had not thought about it systematically and thoroughly. Another factor might be that there was a conflict between a vague aspiration and an awareness of the realities of their situations. If they thought seriously (enough to cause action) considering possible and probable kinds of work that would be available to them, perhaps fewer than 93% would want work outside of agriculture. But whatever the explanation of the discrepancy, it is safe to say that a substantial majority would like to work outside of agriculture.

Tables 13 through 20 contain the figures from which Table 12 was derived.

Those who wish to change to work outside of agriculture. This topic is covered by Tables 21 through 25. These tables are based on the responses to the question, "Would you like to work in a field other than agriculture?" Table 21 is a summary table expressed in percents. Comments will be based on this table.

Ninety-four percent of the males said they wanted to change. Ninety percent of the females for a total of 93% who said they wanted to change to work outside of agriculture. Ninety-eight percent of both males and females in age group 17-30 said they wanted to change. All of the males in the 31-45 age group said they wanted to change while 84% of the females wanted a change. The situation was different with the oldest group. Eighty percent of the men and 88% of the women in this age group said they wanted to change to work outside of agriculture.

Ninety-two percent had made a job choice or selection-- 93% of the males and 91% of the females. The youngest group showed the highest percent making job choices. However, all the males in 31-45 age group made an occupational choice.

Tables 22-25 contain the figures from which Table 21 was derived.

TABLE 12

THE EXTENT TO WHICH THIS GROUP OF MIGRANTS
WISH TO CONTINUE TO WORK IN AGRICULTURE*

	<u>YES SAME JOB</u>	<u>YES DIF. JOB</u>	<u>YES, BUT NO PREFERENCE</u>	<u>TOTAL COUNT</u>	<u>WANT WORK OUTSIDE AG.</u>
<u>17-30</u>					
Males	20%	6%	16%	42%	98%
Females	23	4	14	41	97
Totals	22	5	15	41	97
<u>31-45</u>					
Males	23	7	17	47	100
Females	23	0	9	33	84
Totals	23	3	12	38	90
<u>46 AND OLDER</u>					
Males	32	3	13	48	81
Females	16	0	16	32	88
Totals	25	2	14	41	84
<u>**TOTALS</u>					
Males	23	6	15	44	93
Females	22	2	13	37	92
Totals	23	4	14	40	93

*The figures in this table are percents.

**All age groups

TABLE 13

THE EXTENT TO WHICH THE MALES WISH
TO CONTINUE TO WORK IN AGRICULTURE

AREAS	SAME JOB	DIF. JOB	YES, NO PREFERENCE	TOTAL YES	TOTAL IN AGE GROUP	NO, WANT WORK OUTSIDE OF AG.
BRANLEY	8	1	0	9	17	17
CALEXICO	7	2	3	12	30	27
CALIPATRIA	1	0	0	1	17	17
CENTRAL	8	0	16	24	52	51
HOLTVILLE	4	5	1	10	15	11
IMPERIAL	4	0	2	6	6	6
SAN PASQUAL	1	0	0	1	5	5
TOTALS	33	8	22	63	142	134
PERCENT OF TOTAL	23%	6%	15%	44%	100%	93%

TABLE 14
THE EXTENT TO WHICH MALES, 17-30, WISH
TO CONTINUE TO WORK IN AGRICULTURE

AREAS	SAME JOB	DIF. JOB	YES, NO PREFERENCE	TOTAL YES	TOTAL IN AGE GROUP	NO, WANT WORK OUTSIDE OF AG.
BRAWLEY	5	0	0	5	10	10
CALEXICO	1	1	0	2	14	14
CALIPATRIA	0	0	0	0	6	6
CENTRAL	6	0	12	18	37	37
HOLTVILLE	2	4	0	6	10	8
IMPERIAL	2	0	1	3	3	3
SAN PASQUAL	0	0	0	0	1	1
TOTALS	16	5	13	34	81	79
PERCENT OF TOTAL	20%	6%	16%	42%	100%	98%

-15c-

TABLE 15

THE EXTENT TO WHICH MALES IN AGE GROUP 31-45
WISH TO CONTINUE TO WORK IN AGRICULTURE

AREAS	YES		YES, NO		TOTAL	TOTAL IN	NO, WANT WORK
	SAME JOB	DIF. JOB	PREFERENCE	YES	YES	AGE GROUP	OUTSIDE OF AG.
BRAWLEY	2	0	0	2	4	4	4
CALEXICO	2	1	1	4	8	8	8
CALIPATRIA	0	0	0	0	3	3	3
CENTRAL	0	0	3	3	7	7	7
HOLTVILLE	1	1	0	2	2	2	2
IMPERIAL	1	0	1	2	2	2	2
SAN PASQUAL	1	0	0	1	4	4	4
TOTALS	7	2	5	14	30	30	30
PERCENT OF TOTAL	23%	7%	17%	47%	100%	100%	100%

TABLE 16

THE EXTENT TO WHICH MALES IN AGE GROUP 46 AND OLDER
WISH TO CONTINUE TO WORK IN AGRICULTURE

AREAS	YES, SAME JOB	YES, DIF. JOB	YES, NO PREFERENCE	TOTAL YES	TOTAL IN AGE GROUP	NO, WANT WORK OUTSIDE OF AG.
BRAWLEY	1	1	0	2	3	3
CALEXICO	4	0	2	6	8	5
CALIPATRIA	1	0	0	1	8	8
CENTRAL	2	0	1	3	8	7
HOLTVILLE	1	0	1	2	3	1
IMPERIAL	1	0	0	1	1	1
SAN PASQUAL	0	0	0	0	0	0
TOTALS	10	1	4	15	31	25
PERCENT OF TOTAL	32%	3%	13%	48%	100%	81%

TABLE 17

THE EXTENT TO WHICH THE FEMALES WISH TO
CONTINUE TO WORK IN AGRICULTURE

AREAS	YES, SAME JOB	YES, DIF. JOB	YES, NO PREFERENCE	TOTAL YES	TOTAL IN AGE GROUP	NO, WANT WORK OUTSIDE OF AG.
BRAWLEY	11	0	2	13	22	22
CALEXICO	1	0	1	2	25	24
CALIPATRIA	0	0	0	0	24	24
CENTRAL	13	0	17	30	58	56
HOLTVILLE	4	3	0	7	18	8
IMPERIAL	4	0	0	4	4	4
SAN PASQUAL	1	0	0	1	3	3
TOTALS	34	3	20	57	154	141
PERCENT OF TOTAL	22%	2%	13%	37%	100%	92%

TABLE 18

THE EXTENT TO WHICH FEMALES, 17-30, WISH
TO CONTINUE TO WORK IN AGRICULTURE

AREAS	YES, SAME JOB	YES, DIF. JOB	YES, NO PREFERENCE	TOTAL YES	TOTAL IN AGE GROUP	NO, WANT WORK OUTSIDE OF AG.
BRAWLEY	7	0	1	8	12	12
CALEXICO	1	0	1	2	18	18
CALIPATRIA	0	0	0	0	10	10
CENTRAL	8	0	10	18	32	32
HOLTVILLE	1	3	0	4	11	8
IMPERIAL	3	0	0	3	3	3
SAN PASQUAL	0	0	0	0	0	0
TOTALS	20	3	12	35	86	83
PERCENT OF TOTAL	23%	4%	14%	41%	100%	97%

TABLE 19

THE EXTENT TO WHICH FEMALES, 31-45, WISH
TO CONTINUE TO WORK IN AGRICULTURE

AREAS	YES, SAME JOB	YES, DIF. JOB	YES, NO PREFERENCE	TOTAL YES	TOTAL IN AGE GROUP	NO, WANT WORK OUTSIDE OF AG.
BRAWLEY	3	0	1	4	9	9
CALEXICO	0	0	0	0	3	3
CALIPATRIA	0	0	0	0	4	4
CENTRAL	3	0	3	6	17	16
HOLTVILLE	2	0	0	2	6	0
IMPERIAL	1	0	0	1	1	1
SAN PASQUAL	1	0	0	1	3	3
TOTALS	10	0	4	14	43	36
PERCENT OF TOTAL	23%	0	9%	33%	100%	84%

-15h-

TABLE 20

THE EXTENT TO WHICH FEMALES 46 AND OLDER
WISH TO CONTINUE TO WORK IN AGRICULTURE

AREAS	YES, SAME JOB	YES, DIF. JOB	YES, NO PREFERENCE	TOTAL YES	TOTAL IN AGE GROUP	WANT WORK OUTSIDE OF AG.
BRAWLEY	1	0	0	1	1	1
CALEXICO	0	0	0	0	4	3
CALIPATRIA	0	0	0	0	10	10
CENTRAL	2	0	4	6	9	8
HOLTVILLE	1	0	0	1	1	0
IMPERIAL	0	0	0	0	0	0
SAN PASQUAL	0	0	0	0	0	0
TOTALS	4	0	4	8	25	22
PERCENT OF TOTAL	16%	0	16%	32%	100%	88%

TABLE 21.
PERCENTS WHO WISH TO CHANGE TO WORK
OUTSIDE OF AGRICULTURE

	<u>WANTING TO CHANGE</u>	<u>INDICATING A JOB CHOICE</u>	<u>GOING TO SCHOOL</u>
<u>17-30</u>			
Males	98	96	33
Females	98	97	28
Totals	97	96	31
<u>31-45</u>			
Males	100	100	0
Females	84	81	0
Totals	91	89	
<u>46 AND OLDER</u>			
Males	80	77	0
Females	88	88	0
Totals	84	82	
<u>TOTALS</u>			
Males	94	93	19
Females	92	91	16
Totals	93%	92%	17%

TABLE 22

MALES OF THE THREE AGE GROUPS COMBINED AND AGE GROUP 17-30
WHO WISH TO CHANGE TO WORK OUTSIDE OF AGRICULTURE

AREAS	THREE AGE GROUPS				17-30	
	WANTING TO CHANGE	INDICATING A JOB CHOICE	GOING TO SCHOOL	WANTING TO CHANGE	INDICATING A JOB CHOICE	GOING TO SCHOOL
BRAWLEY	17	17	8	10	10	8
CALEXICO	27	27	1	14	14	1
CALIPATRIA	17	16	1	6	6	1
CENTRAL	51	51	15	37	37	15
HOLTVILLE	11	10	1	8	7	1
IMPERIAL	6	6	1	3	3	1
SAN PASQUAL	5	5	0	1	1	0
TOTAL	134	132	27	79	78	27
NO. IN AGE GROUP	142			81		
PERCENT OF AGE GROUP	94	93	19	98	96	33

-15k-

TABLE 23

MALES IN AGE GROUPS 31-45 AND 46 AND OLDER
WHO WISH TO CHANGE TO WORK OUTSIDE OF AGRICULTURE

AREAS	31-45		46 AND OLDER	
	WANTING TO CHANGE	INDICATING A JOB CHOICE	WANTING TO CHANGE	INDICATING A JOB CHOICE
BRAWLEY	4	4	3	3
CALEXICO	8	8	5	5
CALIPATRIA	3	3	8	7
CENTRAL	7	7	7	7
HOLTVILLE	2	2	1	1
IMPERIAL	2	2	1	1
SAN PASQUAL	4	4	0	0
TOTAL	30	30	25	24
NO. IN AGE GROUP	30		31	
PERCENT OF AGE GROUP	100%	100%	80%	77%

TABLE 24

FEMALES OF THE THREE AGE GROUPS COMBINED AND AGE GROUP 17-30
WHO WISH TO CHANGE TO WORK OUTSIDE OF AGRICULTURE

AREAS	THREE AGE GROUPS				17-30	
	WANTING TO CHANGE	INDICATING A JOB CHOICE	GOING TO SCHOOL	WANTING TO CHANGE	INDICATING A JOB CHOICE	GOING TO SCHOOL
BRAWLEY	22	22	6	12	12	6
CALEXICO	24	24	2	18	18	2
CALIPATRIA	24	24	0	10	10	0
CENTRAL	56	56	9	32	31	9
HOLTVILLE	8	8	6	8	8	6
IMPERIAL	4	4	1	3	3	1
SAN PASQUAL	3	2	0	0	0	0
TOTALS	141	140	24	83	82	24
NO. IN AGE GROUP	154			86		
PERCENT OF AGE GROUP	92%	91%	16%	98%	97%	28%

TABLE 25

FEMALES IN AGE GROUPS 31-45 AND 46 AND OLDER
WHO WISH TO CHANGE TO WORK OUTSIDE OF AGRICULTURE

AREAS	31-45		46 AND OLDER	
	WANTING TO CHANGE	INDICATING A JOB CHOICE	WANTING TO CHANGE	INDICATING A JOB CHOICE
BRAWLEY	9	9	1	1
CALEXICO	3	3	3	3
CALIPATRIA	4	4	10	10
CENTRAL	16	16	8	8
HOLTVILLE	0	0	0	0
IMPERIAL	1	1	0	0
SAN PASQUAL	3	2	0	0
TOTAL	36	35	22	22
NO. IN AGE GROUP	43		25	
PERCENT OF AGE GROUP	84%	81%	88%	88%

-15n-

Their Occupational Choices

Tables 26 through 29 were based on responses to the question, "If you wish to leave agricultural work, in what occupational field would you like to work?" Following this question, 23 occupations from which to select were listed. In addition, they were given the opportunity to specify other occupations.

Occupations most frequently selected. Table 26 shows the number and percents making selections in four occupational groups and in 11 of the most frequently selected occupations.

The occupational groups and the percents making selections in each: "Skilled Trades," 54; "Miscellaneous Occupations," 19; "Professional Occupations," 3. See the other tables for occupations classified under each of these 4 headings. The "Miscellaneous" group of occupations was truly miscellaneous, but, in general, the occupations in this category would ordinarily be appraised at a lower level than the skilled trades.

The occupations most frequently selected are listed in the first column of Table 26. The most popular occupation was "auto repair" with 22% selecting this occupation. The next most popular occupation was "nurses aide with 12% making this selection.

The others in the table ranged from 9% for "carpenter" down to 4% for "selling."

Some differences and similarities. A somewhat higher percent of the 46 and older age group made selections in the skilled trades than was the case with either of the other age groups. A definitely lower percent of the oldest age group made selections from among the "Miscellaneous" occupations. The same was true for "Business" occupations. 18% of the age group 46 and older selected "carpenter," compared with 8 and 5 for the other two groups. Another occupation more popular with the oldest group than with the two youngest ones was that of "seamstress."

A much higher percent of the 17-30 group made selections from business occupations--31 as compared to 7 and 4 for the other two groups.

TABLE 26
OCCUPATIONS MOST FREQUENTLY SELECTED

	TOTAL		17-30		31-45		46 AND OLDER	
	%	No.	%	No.	%	No.	%	No.
SKILLED TRADES*	54	161	54	90	52	38	59	33
MISCELLANEOUS*	40	117	43	72	43	31	27	15
BUSINESS OCCUPATION*	19	58	31	51	7	5	4	2
PROF. OCCUPATION	3	13	7	11	2	2	0	0
AUTO REPAIR	22	64	23	38	22	16	18	10
NURSES AIDE	12	37	16	27	11	8	4	2
CARPENTER	9	27	8	13	5	14	18	10
SECRETARIAL	8	25	15	25	0	0	0	0
BEAUTY OCCUPATION	7	21	11	18	4	3	0	0
BOOKKEEPING	7	20	12	20	0	0	0	0
WELDER	6	19	5	9	7	5	9	5
ELECTRICIAN	6	18	8	13	4	3	4	2
SEAMSTRESS	6	17	1	2	13	10	9	5
BODY AND FENDER	5	14	7	11	3	2	2	1
SELLING	4	13	4	6	7	5	4	2

*Occupational Groups

TABLE 27
OCCUPATIONAL CHOICES IN THE SKILLED TRADES

	TOTAL % NO.	AUTO REPAIR % NO.	BODY & FENDER % NO.	CARPENTER % NO.	CONSTRUCTION % NO.	DRAFTSMAN % NO.	EL
<u>17-30</u>	54	23	7	8	0	0	
Male	89	38	10	13	0	1	
Female	1	0	1	0	0	0	
Total	90	38	11	13	0	1	
<u>31-45</u>	52	22	3	5	3	0	
Male	38	16	2	4	2	0	
Female	0	0	0	0	0	0	
Total	38	16	2	4	2	0	
<u>46 AND OLDER</u>	59	18	2	18	2	0	
Male	33	10	1	10	1	0	
Female	0	0	0	0	0	0	
Total	33	10	1	10	1	0	
<u>TOTAL AGE GROUP %</u>	54	22	5	9	1	0	
Male	160	64	13	27	3	1	
Female	1	0	1	0	0	0	
Total	161	64	14	27	3	1	

-16b-

TABLE 27

ATIONAL CHOICES IN THE SKILLED TRADES

CARPENTER % NO.	CONSTRUCTION % NO.	DRAFTSMAN % NO.	ELECTRICIAN % NO.	PAINTER % NO.	SHEET METAL % NO.	VENTILATION & AIR COND. % NO.	WELDER % NO.
8	0	0	8	1	1	1	5
13	0	1	13	1	2	2	9
0	0	0	0	0	0	0	0
13	0	1	13	1	2	2	9
5	3	0	4	0	4	4	7
4	2	0	3	0	3	3	5
0	0	0	0	0	0	0	0
4	2	0	3	0	3	3	5
18	2	0	4	0	4	4	9
10	1	0	2	0	2	2	5
0	0	0	0	0	0	0	0
10	1	0	2	0	2	2	5
9	1	0	6	1	2	2	6
27	3	1	18	1	7	7	19
0	0	0	0	0	0	0	0
27	3	1	18	1	7	7	19

-16b-

TABLE 28

OCCUPATIONAL CHOICES AMONG MISCELLANEOUS OCCUPATIONS

	TOTAL % NO.	AG. TECH. % NO.	BEAUTY OP. % NO.	HOUSEKEEPING HOMES % NO.	HOUSEKEEPING MOTELS % NO.	INTERIOR DECORATOR % NO.	LVN % NO.
<u>17-30</u>	43	0	11	0	2	0	2
Males	7	0	0	0	1	0	0
Females	65	0	18	0	3	0	3
Total	72	0	18	0	4	0	3
<u>31-45</u>	43	0	4	0	8	1	0
Males	4	0	1	0	1	1	0
Females	27	0	2	0	5	0	0
Total	31	0	3	0	6	1	0
<u>46 AND OLDER</u>	27	2	0	2	2	0	0
Males	6	1	0	0	0	0	0
Females	9	0	0	1	1	0	0
Total	15	1	0	1	1	0	0
<u>TOTAL AGE GROUP %</u>	40	0	7	0	4	0	1
Males	17	1	1	0	2	1	0
Females	100	0	20	1	9	0	3
Total	117	1	21	1	11	1	3

-16c-

TABLE 28

ES AMONG MISCELLANEOUS OCCUPATIONS

HOUSEKEEPING MOTELS % NO.	INTERIOR DECORATOR % NO.	LVN % NO.	NURSES AIDE % NO.	POLICE & FIREMAN % NO.	RESTAURANT % NO.	SEAMSTRESS % NO.	TEACHERS AIDE % NO.	YARD MAN % NO.
2	0	2	16	1	1	1	7	1
1	0	0	0	2	1	0	1	2
3	0	3	27	0	1	2	11	0
4	0	3	27	2	2	2	12	2
8	1	0	11	0	3	13	0	1
1	1	0	0	0	0	0	0	1
5	0	0	8	0	2	10	0	0
6	1	0	8	0	2	10	0	1
2	0	0	4	0	0	9	0	9
0	0	0	0	0	0	0	0	5
1	0	0	2	0	0	5	0	0
1	0	0	2	0	0	5	0	5
4	0	1	12	1	1	6	4	3
2	1	0	0	2	1	0	1	8
9	0	3	37	0	2	17	11	0
11	1	3	37	2	3	17	12	8

-16c-

TABLE 29

OCCUPATIONAL CHOICES AMONG BUSINESS AND PROFESSION

	TOTAL % NO.	BOOKKEEPING % NO.	SELLING % NO.	SECRETARIAL % NO.		TOTAL % NO.
<u>17-30</u>	31	12	4	15	<u>17-30</u>	7
Males	6	4	0	2	Males	3
Females	45	16	6	23	Females	8
Total	51	20	6	25	Total	11
<u>31-45</u>	7	0	7	0	<u>31-45</u>	2
Males	0	0	0	0	Males	1
Females	5	0	5	0	Females	1
Total	5	0	5	0	Total	2
<u>46 AND OLDER</u>	4	0	4	0	<u>46 AND OLDER</u>	0
Males	0	0	0	0	Males	0
Females	2	0	2	0	Females	0
Total	2	0	2	0	Total	0
<u>TOTALS AGE GROUP %</u>	19	7	4	8	<u>TOTALS</u>	3
Males	6	4	0	2	Males	4
Females	52	16	13	23	Females	9
Total	58	20	13	25	Total	13

TABLE 29

CHOICES AMONG BUSINESS AND PROFESSIONAL OCCUPATIONS

AGE GROUP	SECRETARIAL % NO.		TOTAL % NO.	DENTIST % NO.	DOCTOR % NO.	LAWYER % NO.	PLANT WORKER % NO.	TEACHER % NO.	REGISTERED NURSE % NO.
17-30	15		7	0	0	1	0	2	4
0	2	Males	3	0	0	1	0	2	0
6	23	Females	8	0	0	0	0	2	6
6	25	Total	11	0	0	1	0	4	6
31-45	0		2	0	0	0	1	0	1
0	0	Males	1	0	0	0	1	0	0
5	0	Females	1	0	0	0	0	0	1
5	0	Total	2	0	0	0	1	0	1
46 AND OLDER	0		0	0	0	0	0	0	0
0	0	Males	0	0	0	0	0	0	0
2	0	Females	0	0	0	0	0	0	0
2	0	Total	0	0	0	0	0	0	0
TOTALS	8		3	0	0	0	0	1	2
0	2	Males	4	0	0	1	1	2	0
3	23	Females	9	0	0	0	0	2	7
3	25	Total	13	0	0	1	1	4	7

Tables 27 through 29 provided the data upon which Table 26 was based. They reveal some important, although not unexpected, sex differences. For example, only one woman selected an occupation from among the skilled trades. Her selection was body and fender work. No males selected "Beauty Operator," "LVN" (licensed vocational nurse), "seamstress," or "nurses aide."

Their Interest in Taking a Vocational Aptitude Test

Numbers who wished to take a vocational aptitude test. Data on interest shown in taking a vocational aptitude test are presented in Tables 30 and 31. Males showed the greatest interest in taking a vocational aptitude test, but both sexes showed high interest. Ninety-three percent of the males indicated they would like to take such a test and 83% of the females. The same difference appeared in all three age groups. The 17-30 age group showed a somewhat greater interest than the other two age groups.

TABLE 30

MALES AND FEMALES IN ENTIRE GROUP AND AGE GROUP 17-30
WHO WANTED TO TAKE A VOCATIONAL APTITUDE TEST

AREAS	ENTIRE GROUP				17-30	
	TOTAL	MALES	FEMALES	TOTAL	MALES	FEMALES
BRAWLEY	36	17	19	21	10	11
CALEXICO	51	28	23	30	13	17
CALIPATRIA	37	16	21	16	6	10
CENTRAL	102	52	50	63	37	26
HOLTVILLE	20	11	9	17	8	9
IMPERIAL	8	4	4	5	2	3
SAN PASQUAL	6	4	2	1	1	0
TOTALS	260	132	128	153	77	76
PERCENT OF AGE GROUP	88%	93%	83%	92%	95%	88%

TABLE 31

MALES AND FEMALES IN AGE GROUPS 31-45 AND 46 AND OLDER
WHO WANTED TO TAKE A VOCATIONAL APTITUDE TEST

AREAS	TOTAL	31-45		46 AND OLDER		
		MALE	FEMALE	TOTAL	MALE	FEMALE
BRAWLEY	11	4	7	4	3	1
CALEXICO	11	8	3	10	7	3
CALIPATRIA	7	3	4	14	7	7
CENTRAL	23	7	16	16	8	8
HOLTVILLE	1	1	0	2	2	0
IMPERIAL	2	1	1	1	1	0
SAN PASQUAL	5	3	2	0	0	0
TOTALS	60	27	33	47	28	19
PERCENT IN AGE GROUP	82%	90%	77%	81%	90%	76%

THEIR EDUCATION

Their Level of Education

Data for this topic are shown in Tables 32 and 33. Table 32 shows the number who had completed 7 or fewer years of schooling. Table 33 provides data for those who had completed between 8 and 13 years of schooling.

The cumulative totals in Table 32 show the following: 7 had not completed any years of schooling; 8 had completed 1 or fewer; 12 had completed 2 or fewer; and so on; 137 had completed 7 or fewer years of schooling.

On the face of figures in this table, 137 or 44% were in need of elementary level adult basic education.

The cumulative totals in Table 33 indicate that there were 95 or 32% who had completed between 8 and 11 years of schooling. All of these are in need of high school level adult basic education.

Fifty, 17% of the total group, had completed 12 years of schooling. If some of these had not graduated from high school, they, too, are possible students for high school level adult basic education.

Four of the group had completed 13 years of schooling.

Where They Were Educated

Table 34 tells where they were educated. One hundred forty-nine received some or all of their schooling in the United States. One hundred sixty-nine received all or part of their schooling in Mexico. There were 39 who received schooling in both countries.

TABLE 32
NUMBER WHO HAD COMPLETED SEVEN OR FEWER YEARS OF SCHOOLING

AREAS	YEARS OF SCHOOLING								
	TOTAL	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
BRAWLEY	18	0	0	1	2	2	3	8	2
CALEXICO	26	1	1	0	6	3	5	10	0
CALIPATRIA	26	0	0	0	4	10	3	9	0
CENTRAL	40	4	0	1	7	5	6	14	3
HOLTVILLE	17	0	0	2	4	4	2	4	1
IMPERIAL & SAN PASQUAL	10	2	0	0	1	0	1	4	2
TOTALS	137	7	1	4	24	24	20	49	8
CUMULATIVE TOTALS		7	8	12	36	60	80	129	137

TABLE 33

NUMBER WHO HAD COMPLETED 8 THROUGH 13 YEARS OF SCHOOLING

<u>AREAS</u>	<u>TOTAL 8-11</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>
BRAWLEY	14	1	2	5	6	7	0
CALEXICO	20	7	4	5	4	7	2
CALIPATRIA	6	1	1	1	3	9	0
CENTRAL	41	12	5	17	7	24	0
HOLTVILLE	11	3	3	4	1	1	0
IMPERIAL & SAN PASQUAL	3	0	1	1	1	2	2
TOTALS	95	24	16	33	22	50	4
CUMULATIVE TOTALS		24	40	73	95		

TABLE 34
WHERE THEY RECEIVED THEIR SCHOOLING

<u>AREAS</u>	<u>IN THE USA</u>	<u>IN MEXICO</u>	<u>IN BOTH COUNTRIES</u>
BRAWLEY	29	18	8
CALEXICO	25	34	4
CALIPATRIA	21	26	5
CENTRAL	48	57	8
HOLTVILLE	13	28	12
IMPERIAL & SAN PASQUAL	13	6	2
TOTAL	149	169	39

Their Competence in English

Data dealing with competence in English are contained in Tables 35 and 36. Table 35 deals with how well they speak English. Data on how well they read and write English are shown in Table 36. The figures in the tables represent how well the interviewers thought they were able to speak, read, and write English. Their judgment, of course, was subjective. Being able to speak English well meant that they were able to speak it well enough to get along in ordinary life situations. The same would apply to reading and writing English.

The totals and percents in Table 35 indicate the following: 56 or 19% could not speak English at all. One hundred six, 36%, spoke English only a little. These figures indicate 162 had a need for English for non-English speaking people, known as ESL in Imperial County. One hundred sixty-two is 55% of the group involved in this study.

The situation with regard to competence in reading and writing English is shown by the figures in Table 36. Seventy-six, 26% of the entire group, could not read and write English. This was 20 more than could not speak English. Eighty-seven, 29%, could read and write only a little. This was about 20 more than could speak English only a little. The sum of those not being able to read and write English and those who could read and write English "a little" was 163. This means that 163 are in need for ESL.

Courses They Would Like to Take

Data on this topic are to be found in Table 37. The figures in the first column of this table (for the entire group) indicate the following: Ninety-three percent made a vocational choice; 61% indicated they would like to take vocational courses. Forty-one percent said they would like to take courses that would teach them English. Compare this with 55% who spoke English a little or not at all. (See Tables 35 and 36.) Eleven wanted to take elementary subjects. Compare this with the 137 who had completed seven years of schooling or fewer. (See Table 32.) Twenty-nine wanted to take courses that would help them to attain high school equivalency by taking a test (GED) and seven wanted courses to help them to get a high school diploma. This

TABLE 35
HOW WELL THEY SPEAK ENGLISH

	<u>DO YOU SPEAK ENGLISH?</u>			
	<u>NOT AT ALL</u>	<u>A LITTLE</u>	<u>WELL</u>	<u>NEEDING ESL</u>
BRAWLEY	5	11	23	16
CALEXICO	12	28	14	40
CALIPATRIA	1	6	34	7
CENTRAL	21	41	48	62
HOLTVILLE	14	17	2	31
IMPERIAL	2	3	5	5
SAN PASQUAL	1	0	5	1
TOTALS	56	106	131	162
PERCENT OF ENTIRE GROUP	19%	36%	44%	55%

TABLE 36
HOW WELL THEY READ AND WRITE ENGLISH

	<u>NOT AT ALL</u>	<u>A LITTLE</u>	<u>WELL</u>	<u>NEEDING ESL</u>
BRAWLEY	5	12	22	17
CALEXICO	17	24	12	41
CALIPATRIA	2	5	32	7
CENTRAL	27	34	49	61
HOLTVILLE	21	10	2	31
IMPERIAL	3	2	5	5
SAN PASQUAL	1	0	5	1
TOTALS	76	87	127	163
PERCENT OF ENTIRE GROUP	26%	29%	43%	55%

TABLE 37
COURSES THEY WANT TO TAKE NEXT YEAR
OR AT SOME TIME IN THE FUTURE

	<u>TOTAL</u> % NO.		<u>BRAWLEY</u> % NO.		<u>CENTRAL</u> % NO.		<u>IMPERIAL</u> % NO.		<u>CAI</u> %
HAVE MADE									
VOCATIONAL CHOICE	93	271	100	39	96	106	100	10	92
VOCATIONAL COURSES	61	118	79	31	41	46	70	7	45
ESL	41	122	26	10	36	40	50	5	76
AMERICANIZATION	9	26	5	2	4	5	0	0	20
ELEMENTARY SUBJECTS	4	11	0	0	1	1	0	0	18
HIGH SCHOOL EQUIVALENCY	7	22	2	1	9	10	20	2	7
HIGH SCHOOL DIPLOMA	2	7	0	0	1	1	0	0	9
DRIVER EDUCATION	2	6	0	0	0	0	0	0	11
PRACTICAL IND. ARTS, HOMEMAKING	18	52	29	11	28	31	1	1	56

-19c-

TABLE 37

COURSES THEY WANT TO TAKE NEXT YEAR
OR AT SOME TIME IN THE FUTURE

BRAWLEY % NO.	CENTRAL % NO.	IMPERIAL % NO.	CALEXICO % NO.	CALIPATRIA % NO.	HOLTVILLE % NO.	SAN PASQUAL % NO.
00 39	96 106	100 10	92 51	97 40	54 18	87 7
79 31	41 46	70 7	45 25	3 1	15 5	37 3
26 10	36 40	50 5	76 42	44 18	18 6	12 1
5 2	4 5	0 0	20 11	15 6	3 1	12 1
0 0	1 1	0 0	18 10	0 0	0 0	0 0
2 1	9 10	20 2	7 4	0 0	6 2	37 3
0 0	1 1	0 0	9 5	0 0	3 1	0 0
0 0	0 0	0 0	11 6	0 0	0 0	0 0
29 11	28 31	1 1	56 31	9 3	12 4	25 2

-19c-

makes 29 interested in high school level adult basic education. Compare this with 95, the number who had completed between 8 and eleven years of schooling (See Table 32.)

Note the following: the greater interest of those from Brawley and Imperial in taking vocational courses; the greater interest of those from Calexico and Imperial in taking ESL courses; the greater interest of people from Calexico in elementary subjects, driver education, and practical industrial arts and homemaking.

Obstacles to Taking Courses

Table 38 provides data relating to obstacles to their taking courses. The most serious obstacle was, "Don't hear about the courses and don't know where to find out." 94, 32%, of the total gave this as an obstacle. 80, 27%, said the courses they needed were not given in the area in which they lived. 22, 7%, gave transportation problems as an obstacle. The same number said they were too tired.

Two important differences between the different areas are evident: 57% of those from Brawley, El Centro, and Imperial gave "Don't hear about the courses being offered, and don't know where to find out." Only 4, a small 3% of those from the combined areas of Calexico, Calipatria, Holtville, and San Pasqual gave this as an obstacle. None from the combined Brawley, El Centro, Imperial gave this as an obstacle.

When They Can Attend Classes

Tables 39 and 40 furnish data for this topic. Table 39 gives the preferred times of day. Eighty-five to 94% could attend classes in the 6 months, November, December, January, February, March, and April. Seventy-six percent could attend in October and 63% in May. The numbers who can attend in the other months of the year are too small to justify offering classes in these months.

Table 40 shows the most popular time for classes would be from 6:00 - 9:00 p.m. The number who could attend from 4:00 - 5:00 p.m. was 44 or 15%. The number who could attend 9:00 -10:00 was 39 or 13%.

TABLE 38
OBSTACLES TO TAKING COURSES

	<u>TOTAL</u> <u>% NO.</u>		<u>BRAWLEY</u> <u>CENTRAL</u> <u>IMPERIAL</u> <u>% NO.</u>		<u>CALEXICO</u> <u>CALIPATRIA</u> <u>HOLTVILLE</u> <u>SAN PASQUAL</u> <u>% NO.</u>	
DON'T HEAR ABOUT AND DON'T KNOW WHERE TO FIND OUT	32	94	57	90	3	4
COURSES THEY NEED ARE NOT TAUGHT IN AREA	27	80	38	61	14	19
TRANSPORTATION PROBLEMS	7	22	8	13	7	9
INCONVENIENT TIME OF DAY AND YEAR	6	18	2	3	11	15
DON'T THINK THEY CAN LEARN	3	9	2	3	4	6
TOO TIRED	7	22	0	0	16	22
NEED BABY SITTER	4	11	4	7	3	4

TABLE 39
MONTHS THEY COULD ATTEND CLASSES

<u>MONTH</u>	<u>NUMBER</u>	<u>PERCENT</u>
JANUARY	278	94½
FEBRUARY	279	94
MARCH	279	94
APRIL	251	85
MAY	185	63
JUNE	58	20
JULY	21	7
AUGUST	20	7
SEPTEMBER	70	24
OCTOBER	225	76
NOVEMBER	259	87
DECEMBER	265	90

-20b-

TABLE 40
TIMES OF DAY THEY COULD ATTEND CLASSES

<u>HOUR</u>	<u>NUMBER</u>	<u>PERCENT</u>
1:00 - 2:00 p.m.	26	9½
2:00 - 3:00 p.m.	22	7
3:00 - 4:00 p.m.	26	9
4:00 - 5:00 p.m.	44	15
6:00 - 7:00 p.m.	166	56
7:00 - 8:00 p.m.	184	62
8:00 - 9:00 p.m.	114	39
9:00 - 10:00 p.m.	39	13

RECOMMENDATIONS

Some Elements in the Imperial County Program of Education Which Influence the Recommendations

There are more educational opportunities in Imperial County than this group of migrants seem to be aware of. However, these need to be greatly extended and improved before they can adequately meet the needs.

1. A county-wide occupational center is just beginning. Its program is to include vocational guidance. At present the emphasis is on vocational education for high school students. Expansion in the program of this organization to the needs of all in the County needing vocational education would be a long step in the right direction.
2. All except one of the high school districts (Calipatria) have been conducting elementary level adult basic education including English for non-English speaking people. Calipatria has tried a number of times but low enrollment and attendance has forced abandonment of the program.
3. Several of the high schools have been conducting high school diploma programs and some work in high school equivalency.
4. All administrators and teachers in adult education have full time jobs in either elementary or secondary education.
5. Enrollment tends to drop off in the classes and attendance is about 70%. One year more than 1100 different people were enrolled for an average attendance of 450.
6. The programs need to be more functional, more interesting, and more individual focused than they are. This, I am sure, would have a favorable effect upon both attendance and the dropout rate.
7. The Rural Development Corporation has been offering classes in Imperial County for a number of years and the Economic Opportunity Commission has operated some classes. There have been classes under MDTA and recently the WIN program has been started.

What They Need

1. They need help in making a wise occupational choice--one in keeping with their abilities, interests and the economic situation.
2. Those who do not know English will need to have help in learning it. This is necessary before they can take vocational courses and because not knowing English will keep them in low level jobs whether in agriculture or other fields.
3. Those who have less than an eighth grade education need help to bring themselves up to this level.
4. Those who have less than a high school education need help to bring themselves up to this level.

These are continuing needs. They are needs that, in the case of an individual, may take years to meet.

The Recommendations

In order that the needs of these people be met and keeping in mind what has been stated about the local situation in adult education, the following recommendations are made:

1. Since the needs are continuing, they are dependent upon stability and continuity. Existing agencies, especially the schools should be responsible for meeting the needs. Short federal programs will be of very little help. The federal government can be of greatest help by providing fuller support for programs that are already a part of existing school programs, for example, vocational education and adult basic education. Other ways the federal government can help is by providing assistance and encouragement for transportation, child care, innovation, pilot programs, and research, communication between federal agencies, the schools and the migrants.
2. An effective program of vocational education and guidance is needed. The program should be of high quality and comprehensive enough to meet the varied needs. The regional occupation training center should have the responsibility for meeting this need. It needs expansion.

3. A functional and interesting program of elementary level adult basic education including English for those who do not have sufficient competence in the language, is needed. Six of the high school districts operate adult basic education programs, but all need improvement to make them sufficiently functional, interesting, and efficient.
4. A functional and interesting program of high school level adult basic education program is needed. Existing programs should be greatly improved.
5. All programs should be accessible to all those needing and desiring them.
6. A methodology that makes instruction flexible, functional, interesting, and individual focused is needed. Conventional methods are inadequate. Much improvement is needed in the local situation.
7. A system of transportation is needed so that people in outlying areas may not be neglected. Classes cannot be carried on economically without a minimum attendance of about 15. This makes it impossible to offer classes in sparsely settled areas. The only way to provide education for people in such areas is to bring the people to areas where there can be sufficient enrollment to permit classes to be held.
8. Much better communication is needed between the schools and the people. It won't do much good to offer educational programs if the people don't know about them or have distrust for or lack of confidence in the agencies providing them. There should also be much better articulation and cooperation among the schools and other agencies concerned and involved with the same people. This may take some imagination, innovation, and initiative. Other agencies have responsibility for initiative in establishing working relations with the schools. If they don't, they cannot serve their clients in an important way. Some agencies--employment office, welfare, the community action agency--should help recruit for classes and help with follow-up work.

9. The operation of the adult education program should be on a county-wide basis. This is necessary in order that all can be served and that the program can get enough attention to be operated efficiently and effectively. Effective and efficient programs cannot be developed and operated by "moonlighting" teachers and administrators. More charitably they cannot be developed and operated effectively and efficiently by people who have already done a hard days work. Furthermore, the smaller districts cannot operate programs with the low enrollments that they have. The office of the County Superintendent of Schools is the logical agency to do this. However, without authority and legislation, this cannot be done at the present time. Perhaps the work of the Regional Occupation Center could be expanded to include adult basic education on elementary and secondary levels. Another agency that might handle adult education on a county-wide basis is the junior college.
10. A strong effort should be made to have the adult education program operated by people who devote full time to adult education. Pending this or as an interim, teachers might have afternoon assignments in the elementary or secondary schools and evening assignments in adult education. The assignments in the two levels should not amount to more than a full days work.
11. The school programs for adults should begin about October 1 and end about April 30. This shorter school year would pose problems in the assignment of teachers. Imagination and innovation will be necessary. Much work needs to be done in curriculum development and the development of instructional materials. Some teacher time could be well spent in these activities.
12. An effort should be made to establish an adult school day running from 1:00 p.m. to 9:00 p.m. This would make it possible to have full time teachers in adult education. However, according to data gathered in this study and the writers experience, sufficient enrollments in classes before 6:00 p.m. would be a difficult problem.

13. A system of close cooperation between schools in Imperial County and those in other counties should exist so that children of migrants who must begin and end their school year outside of Imperial County are not unduly handicapped educationally.
14. Consideration should be given to obtaining legislation that would permit more extensive use of retired teachers in adult education programs.

IMPERIAL COUNTY SUPERINTENDENT OF SCHOOLS
COUNTY EDUCATION CENTER
155 South Eleventh Street
El Centro, California 92243

Area in which interviewee works: Brawley Calexico El Centro
 Holtville Imperial Calipatria Niland Westmorland
 Heber Winterhaven DATE OF INTERVIEW

- ### OCCUPATION

- | <u>YEAR</u> | <u>STATE</u> | <u>WHICH MONTHS?</u> |
|-------------|--------------|----------------------|
|-------------|--------------|----------------------|

3. Where have you worked in California in the last three years?

<u>YEAR</u>	<u>COUNTY</u>	<u>WHICH MONTHS?</u>
-------------	---------------	----------------------

- 26 -

4. What type or types of work have you done in the last three years?

YEAR

TYPES OF WORK

1971

1970

1969

5. Do you wish to continue to work in the field of agriculture? _____
If yes:

a) At the same kind of work that you are doing now? _____

b) At other work in agriculture? Specify. _____

6. Would you like to work in a field other than agriculture? _____

7. If you wish to leave agriculture work, in what occupational field would you like to work?

_____ Bookkeeping

_____ Carpenter

_____ Secretarial work

_____ Doctor

_____ Working in a restaurant

_____ Dentist

_____ Housekeeping in homes

_____ Electrician

_____ Housekeeping work in motels

_____ Ventilation and Air Condition

_____ Licensed vocational nurse

_____ Yard maintenance & improvement

_____ Nurse's Aide

_____ Salesman or woman

_____ Registered nurse

_____ Teacher's aide

_____ Auto mechanic

_____ Teacher

_____ Body and fender work

_____ Lawyer

_____ Beauty operator

_____ Other (Specify) _____

_____ Sheet metal worker

_____ Don't know

_____ Welder

8. Would you like to take a vocational aptitude test to get an idea what you have the ability to do? _____

SCHOOLING AND COMPETENCE
IN ENGLISH

1. How many years of schooling have you completed?

ELEMENTARY

HIGH SCHOOL

1 2 3 4 5 6 7 8 9 10 11 12

2. In what country or countries did you get your schooling?

COUNTRY

NUMBER OF YEARS

3. Do you speak English? ☐ Not at all ☐ a little ☐ well
4. Do you read English? ☐ Not at all ☐ a little ☐ well
5. Do you write English? ☐ Not at all ☐ a little ☐ well
6. Are you interested in further schooling? ☐
7. Do you speak Spanish? ☐ Not at all ☐ a little ☐ well
8. Do you read Spanish? ☐ Not at all ☐ a little ☐ well
9. Do you write Spanish? ☐ Not at all ☐ a little ☐ well
10. Do you speak any language other than English or Spanish? Specify.
11. Do you write any other language? ☐ Not at all ☐ a little ☐ well
12. Do you read any other language? ☐ Not at all ☐ a little ☐ well

COMMENTS:

FURTHER SCHOOLING DESIRED

In which of the following:

1. Have you been enrolled in classes at some time in the last three years? (1971, 1970, 1969)
2. Are you now enrolled?
3. Would you like to enroll in next year?
4. Would you like to enroll in at some future time?

1	2	3	4	COURSES, SUBJECTS, PROGRAMS
				1. Courses that would help you to advance in the field of agriculture. Specify.
				2. Courses that would prepare you for the occupation you wish to enter. Specify.
				3. Courses that would help you to learn to read, write, and speak English. Specify.
				4. Courses that would help you to improve your ability to read, write, and speak English. Specify.
				5. Americanization and citizenship courses. Specify.
				6. Elementary level subjects such as reading, spelling, arithmetic, health, science, government, history. Specify.
				7. Courses or programs that would help you to get ready to take the G. E. D. (General Educational Development) test or other high school equivalency tests. Specify.
				8. Courses that would lead to a high school diploma - English, science, social science, mathematics, industrial arts, home economics, etc. Specify.
				9. Courses that would teach you to drive an automobile - driver education and training. Specify.
				10. Courses that would help you to become a better homemaker such as food preparation, food preservation, making clothes, how to be a wiser consumer, how to care for and educate your children, nutrition, family health, family and home management. Specify.

(Further School Desired Continued)

PAGE 5

1	2	3	4	COURSES, SUBJECTS, PROGRAMS
				11. Courses in the field of industrial arts such as home repairs, and maintenance, appliance repair, painting, wood working, metal working, mechanical drawing, electricity.
				12. Courses in gardening.
				13. Other courses. Specify.

If you are now enrolled in courses or have been enrolled in the last three years, who conducts or conducted the programs?

Check the one or ones that apply to you:

- ☐ The public schools
☐ The junior college
☐ Federal government. Specify.
☐ Other. Specify.

Which of the following phrases best describe the courses you have taken or are taking at the present time? (Check as many as apply)

- | | |
|--|---|
| <input type="checkbox"/> Too easy | <input type="checkbox"/> Courses poorly taught |
| <input type="checkbox"/> Too hard | <input type="checkbox"/> The teacher embarrassed me |
| <input type="checkbox"/> About right | <input type="checkbox"/> The teachers knew what they were trying to teach |
| <input type="checkbox"/> Subject matter meets my needs | <input type="checkbox"/> The teachers did not know their subject matter |
| <input type="checkbox"/> Subject matter does not meet my needs | |
| <input type="checkbox"/> Courses well taught | |

COMMENTS:

OBSTACLES AND PROBLEMS

What are some of the more serious problems that prevent your enrollment in courses and to attend regularly. (Check the answers that apply to you, usually.)

- _____ 1. Inconvenient location.
- _____ 2. No transportation.
- _____ 3. Transportation too expensive, etc.
- _____ 4. Inconvenient time.
- _____ 5. Need someone to take care of children.
- _____ 6. I do not think I can learn.
Explain: _____

- _____ 7. I am afraid I will be embarrassed.
- _____ 8. What will be taught is not related to my needs.
- _____ 9. I am too tired to come to classes at the times they are held.
- _____ 10. The courses I want to take are not offered in the areas in which I work.
- _____ 11. I never hear about courses being offered and I don't know where to find out.
- _____ 12. May have to leave the area before the course is finished.
- _____ 13. Other. Explain: _____

COMMENTS:

In what months of the year would you prefer to attend classes?
In what months could you attend?

1. Prefer
2. Could attend

1	2	MONTH	1	2	MONTH
		January			July
		February			August
		March			September
		April			October
		May			November
		June			December

COMMENTS:

Which of the following times would you prefer to attend classes?
At what times could you attend?

1. Prefer
2. Could attend

1	2	TIME	1	2	TIME
		1:00 - 2:00 p.m.			6:00 - 7:00 p.m.
		2:00 - 3:00 p.m.			7:00 - 8:00 p.m.
		3:00 - 4:00 p.m.			8:00 - 9:00 p.m.
		4:00 - 5:00 p.m.			9:00 - 10:00 p.m.

COMMENTS: